



Michigan Reads!

Programming and Resource Guide | September 2011



ONE STATE, ONE BOOK.
LIBRARY OF MICHIGAN

The Library of Michigan presents... Michigan Reads!

Programming and Resource Guide for *Memoirs of a Goldfish*
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Introduction

About Michigan Reads!

The Michigan Reads! program is sponsored by the Library of Michigan Foundation in partnership with Target Stores and recognizes the value of libraries as providers of quality books, programs, and services to children and their families in Michigan. Libraries are important because the books, programs, and services they provide help create a foundation of literacy learning that is critical for children to succeed as readers and in school. Modeled after the “One Book, One Community” concept, the Michigan Reads! program is based on emphasizing the importance of shared reading with infants, toddlers, preschoolers, and young school age children. The Michigan Reads! program is designed to provide librarians, early childhood educators, parents, and caregivers with ideas for play-based activities to help children develop literacy skills.

For more information about the Michigan Reads! program, visit the Library of Michigan website at <http://www.michigan.gov/michiganreads>.

About the Book

Written as a diary, a goldfish takes the reader through his passage from a quiet life in solitude to each addition to the fishbowl and the changes his life undergoes. As the bowl becomes more crowded, the goldfish must confront his feelings about each of his new neighbors until finally he is alone again, which presents a new set of feelings. Filled with beautiful illustrations that accompany captivating text, the emotions of the goldfish radiate from the page.

About the Author and Illustrator

Find out more about Michigan-based author Devin Scillian and learn about illustrator Tim Bowers at http://www.sleepingbearpress.com/authors_illustrators/.

Developing Literacy

What is Literacy?

Once thought of as the ability to read and write (Alvermann, 2002), we now understand literacy to include several different aspects. Increasing reliance on technology has resulted in changing needs in our society, thus our definition of literacy has expanded to include the ability to read, write, speak, and include visual representations of ideas (National Council of Teachers of English (NCTE) and International Reading Association (IRA), 1996).

Why is emergent literacy important?

Early literacy, or emergent literacy, is important for a number of reasons. Emergent literacy is the foundation of skills that are necessary for future reading success. It includes such skills as comprehension, concepts of print, development of oral language, letter sound knowledge, the ability to pay attention to sounds in language (or phonological awareness), vocabulary, and writing (Lonigan & Whitehurst, 1998). The National Early Literacy Panel examined a large number of studies to determine which early literacy skills were most important to predict future literacy achievement and found alphabet knowledge, rapid naming of letters or numbers, phonological awareness, and name writing the most important predictor of children's reading skills in comprehension, decoding, and spelling (Lonigan, Schatschneider, & Westberg, 2008). What is most important to know is that adults can help children develop these skills (Snow, Burns, & Griffin, 1998; Whitehurst & Lonigan, 2002).

Developing Literacy Components

Comprehension

Comprehension, or making meaning from what we read, is considered by some the most important aspect of reading (Bennett-Armistead, Duke, & Moses, 2005). Even before children can read on their own, they can understand what is taking place in books that adults read with them. Reading different types of books is important for children to develop comprehension skills and be able to tell you what has happened in a storybook. They can identify important details from informational text and relate the book to their own lives such as with memoirs or poetry. Children also need to read different types of books with adults, read them often, and have an active role in the reading of the books. This “responsive reading” helps to develop comprehension skills that will help children as they are reading independently. For example, when adults ask children about what just happened in a storybook, it teaches children to summarize text. This is an important skill to develop as a reader. Responsive reading teaches children the concepts, skills, and strategies good readers use to understand what they are reading.



Adults can help develop comprehension skills for infants, toddlers, preschoolers, and school age children through the following:

- Regardless of the age of the child, read a variety of books of different genres, including storybooks, informational books, poetry books, and activity books. Ask open-ended questions about what you are reading and wait for the child to respond.
- For **infants**, talk about the book and elaborate on the child's responses, even if they are babbles and coos. Connect the book to things in the infant's daily life. For example, if the book is about what an animal does, talk about the things the infant can do too.
- For **toddlers**, encourage the toddler to chime in and "read" familiar parts of the book with you. Point out details in the book, especially if it something that you think the toddler might not notice on his or her own. Be sure to elaborate on any comments the toddler makes, trying to follow up with an open-ended question when possible. For example, if the child says, "That snake is scary," you can ask a question like, "What about the snake is scary?" or "Tell me about a time when you have seen a snake."
- For **preschoolers**, ask them to tell you what has happened in the book so far or what might happen next. You can also ask them to tell you how they would tell a friend about the book. If it is a storybook, they could share the story from beginning to end. If it is an informational book, they might talk about the most interesting thing they learned from the book. If the book is a poetry book or activity book, they might talk about their favorite part of the book.
- For **school age children**, try to engage children in extended conversations about the text. This might relate to how the book relates to their own lives, about other books they've read by the same author, or about books that are similar to the book they've just read. Ask children to summarize the text in just a few sentences and also provide a retelling of narrative text where they include details about the characters, setting, problem, and resolution.





Concepts of Print

When children learn concepts of print, they learn that print serves a purpose and they become aware of the different purposes of print. Children learn concepts of print at the book level, whether it is how to hold a book right side up or where to start reading in the book, or the concept of author and illustrator. Children also learn concepts of print at the sentence level, such as reading a sentence from left to right and then top to bottom on the page. As they develop concepts of print, they learn that letters make up words, and words make up sentences, with spaces in between words and sentences. Some consider knowledge of punctuation to be included in concepts of print.

- To help **infants** develop concepts of print, have sturdy board books available for them. As you read to them, hold the book so they can see the book and point to the words while you read.
- With **toddlers**, continue to point to the words as you read, whether in books, newspapers, magazines, or any other type of text. This will help children to know that it is the words that we read. As you read books, ask children to hold the book and turn the pages for you. Talk about the parts of the book, including the front and back of the book, and the title, author, and illustrator.
- For **preschoolers**, offer children books upside down and backwards to help them learn how to correctly hold books. Share different genres with children and talk about the various parts of the books, including the glossary, index, and other parts of books that might be unique to different genres. Continue to point to words while you read, or have preschoolers point to the words with you.
- For **school age children**, ask children to identify the first word in a sentence or the first letter in a word as you read together. Talk about punctuation and what different types of punctuation do. For example, that a period signals a stop while a comma indicates a slight pause.

Development of Oral Language

The development of oral language skills begins in infancy, with a child's first coos considered his or her first attempts at language. This expressive language, or the ability to express oneself (Sulzby & Teale, 1991), is a critical first step in the development of expressing a child's wants, needs, or thoughts. Responding to the speech of others, or receptive language, is equally important and typically occurs before children speak their first words. Adults are an important part in the development of oral language skills, not only because it begins in infancy, but because it relies on interactions with others. In fact, the National Reading Council indicates improving children's oral language skills can help prevent future reading problems (Snow, Burns, & Griffin, 1998).

- Adults can facilitate oral language development for **infants** by talking with them early, talking often, and talking a lot. Every time you are doing something with an infant nearby, explain what you are doing and why. Talk about what you will do next and ask questions. The answers are equally important and deserve a long listen and a response to encourage more conversation.
- As **toddlers** add more words to their vocabulary bank, encourage them to talk with one another, with adults, and to use new words as they learn them. Ask questions to invite conversation and answer their questions in ways that expand their responses and encourage language development. For example, if a child notices it is raining outside and says, "rain," you can respond by saying, "Yes, the rain is really coming down outside. It is pouring."
- For **preschoolers**, continue to use new words, as they learn three to five new words every day, and talking with others is a great way to learn them. Ask open-ended questions using the new words to help them learn the meanings of these words.
- For **school-age children**, model appropriate word choices and avoid correcting grammar as children will learn from hearing adults around them. Continue to ask open-ended questions and listen to what they have to say, using new words as you talk with them to help them learn vocabulary words in context.





Letter-Sound Knowledge

Understanding the individual letters of the alphabet and the sounds those letters make is an important first step in developing letter-sound knowledge. Children also need to understand that each letter has its own sound and some letters have more than one sound (like a or g). As children develop their understanding of letter-sound knowledge, they also learn that letters combine to make words.

- **Infants** love to hear songs, so sing the alphabet song to them and talk about the letters and the sounds they make as you see them around you.
- Show **toddlers** their names wherever you see them and point out the letters. Teach toddlers the alphabet song by singing it in a funny voice or try singing it backwards. You can also point to the letters of the alphabet or write them in upper and lower case letters so children start to learn how to write letters too.
- **Preschoolers** can hunt for different letters when you are on walks together or as you are reading books. Try to find different letters based on the names of children and ask them to tell you what sound the letters make too. Look for letters in upper case and lower case as well so children learn the letters in both forms.
- Help **school age children** learn that some letters have more than one sound and which letters those are. They can also begin to learn words they will frequently come across in print, such as “a,” “the,” and “an,” among others.

Phonological Awareness

The ability to recognize sounds in language and the role those sounds play (Gregory & Morrison, 1998) is an important predictor of future reading success. Children develop this skill as they learn to distinguish individual sounds in words, which helps them to develop the three aspects of phonological awareness, including the ability to separate words into syllables or beats, recognize or generate words that rhyme, and notice the smallest individual sounds in language. These skills are important once children are reading, as each phonological awareness skill helps with specific skills in reading. For example, the ability to separate words in syllables or beats helps children to break a word into smaller chunks to decode the words they read. The ability to recognize or come up with rhyming words helps them to use words they already know to recognize new words in print. As they develop the ability to notice the individual sounds in language, or phonemes, they can blend sounds to figure out a word in a book, or take sounds apart to write it. For example, a child can sound the individual phonemes /f/ /i/ /sh/ to read fish or segment the same sounds to help with spelling.

- Sing songs with **infants** so they can start to hear the sounds in language. Try short songs with simple rhymes like “Twinkle, Twinkle Little Star” or lullabies that you can remember from your own childhood.
- **Toddlers** can develop phonological awareness through finger plays, such as “Where is Thumbkin” and songs that rhyme as well. Singing throughout the day and changing your conversation into rhyming verse can be a challenge, but is a delightful way for children to develop this important skill (and definitely keeps their attention as they will often try to guess the words you will say).
- For **preschoolers**, games that involve asking children to recognize words that rhyme and come up with their own rhyming words can help them develop phonological awareness skills. Asking preschoolers to listen to the beginning sounds of words and think of words that have similar beginning sounds is another way to develop this skill.
- **School age children** can benefit from thinking about what words can be made from existing words if sounds are added or removed. For example, you could ask a child, “If I take off the “kuh” sound in cat and add a “puh” sound, what word would I have? And then if I take off the “tuh” sound at the end of pat and add a “nnn” sound, what word would I have?”



Writing

Children's writing parallels oral language development (Bloodgood, 1999) and what often looks like meaningless marks to adults are very meaningful to children. As coordination increases and children develop letter-sound knowledge, recognizable letters will become evident to adults. What is most important is that in order for children to develop skills in writing, they must be exposed not only to materials, but to support in the development of this skill. Children are often drawn to writing their name as it is a meaningful word in print for them (Clay, 1975) and provides a natural opportunity to develop writing concepts. As writing consists of making the same motion over and over again, or what is known as the recurring principle, using children's names to develop this principle is a natural first start. Children may also learn other principles from the letters in their names. Using the same set of letters in their names to create new words is the generative principle. Varying letters in their names such as adding an extra loop to an upper case R to make an upper case B is the flexibility concept (Temple, Nathan, Temple, & Burris, 1993).

- Encourage **infants** to pick up objects to develop the grasp needed to hold writing utensils. This can be objects such as stacking cups, blocks, or other items that require a thumb and forefinger together. Infants can also write in shaving cream or finger paints (with supervision) to develop writing skills.
- **Toddlers** will respond well to a variety of writing materials including crayons, markers, pencils, pens, and chalk. Writing the child's name for him or her will allow the child to practice tracing or copying it first and then he or she can write it on his/her own too.
- For **preschoolers**, encouraging children to write names on any artwork or other materials children will take home is important. Adults can help with writing letters by talking about the way they are shaped or how to form the letters. Writing in front of children and talking about what words you are writing as you are writing them helps children to make connections between the letters that are formed and the words that are said too.
- **School age children** can be encouraged to use writing as a form of communication. Ask children to write notes or letters to one another, listening to the sounds in the words as they write them. Having mailboxes for children to send the letters or encouraging journaling is another way to encourage the development of writing.





The Importance of Shared Reading

The effects of shared reading cannot be overemphasized enough. Reading different types of books with young children, including storybooks, information books, and poetry, memoirs, and other types of books is one of the most important things adults can do to develop literacy skills in young children (International Reading Association and National Association for the Education of Young Children, 1998). Sharing books with young children not only helps them to develop a lifelong love for reading, it helps to develop skills in oral language (Beck & McKeown, 2001), vocabulary (Wasik & Bond, 2001), comprehension (Dickinson & Smith, 1994), and overall literacy skills (Aram, 2006).

In order to develop literacy skills in young children, adults should include children in the reading; hence it is called “shared” reading. This can be done in a number of ways, and may include:

- Choosing books that are of interest to children such as storybooks, information books, and other types of books including poetry, activity books, song books, books based on nursery rhymes, or books in a memoir format so that children are exposed to multiple types of books and can talk about the different purposes of each kind of book.
- Asking open-ended questions as you read the book together.
- Drawing on a child’s prior knowledge about the content of the book while also adding to this knowledge through conversation about the book’s contents, whether the text or illustrations.
- Having children predict what they think will happen next in a book and then talking about their responses.
- Using illustrations or photos in the book to ask questions and expand upon children’s responses. This might include “what do you think...” or “how does this...” questions to find out more about what children are thinking as you read a book together.
- Having conversations beyond the book using decontextualized language, or going beyond the here and now. This includes asking children to relate to something in the book that they have done or something they might do in the future.

Helpful Resources— Using the Library

The librarians in the children's section of your library not only can help you find the perfect book about a specific theme or topic, they are a great source of information about children's literature and the support of the literacy development in young children. They can also help you in a number of other areas, including:

- Choosing books in a variety of genres based on a particular theme or topic, including storybooks or picture books, information books, poetry, folk or fairy tales, nursery rhymes, and other books;
- Sharing new authors or illustrators with you, or letting you know when your favorite authors or illustrators have a new book available;
- Hosting story hours, book groups and discussions, theater groups, or other special events including music and children's concerts that share books with audiences of all ages;
- Implementing and maintaining reading programs that encourage reading during school vacations;
- Creating displays of books with common themes (such as *Memoirs of a Goldfish*) that encourage children and their families to borrow books;
- Offering a collection of resources for parents and caregivers, including programs to share information about literacy development;
- Conducting outreach efforts within the community aimed at families that may not frequent the library;
- Connecting with children about the books they are selecting and other titles and subjects of interest to them for inclusion in the library's collection as well as for selection when children are borrowing books;
- Talking with parents and educators about sustaining the current collection;
- Helping children and families obtain a book from another library if the local library does not have a copy in its collection;
- Sharing the availability of programming and services at the local library for all ages.

Resources on the Internet

About Reading and Books

Association for Library Service to Children

<http://www.ala.org/ala/mgrps/divs/alsc/aboutalsc/index.cfm>

A resource for those supporting children's literacy development through libraries, the website includes booklists, a list of the most notable children's books by year, and website suggestions for children.

Colorin Colorado

<http://www.colorincolorado.org/>

This bilingual website provides information for parents and educators of children who are English language learners. The site includes information about supporting literacy development, research, tip sheets for parents and educators, and booklists.

Michigan Reads

<http://www.michigan.gov/michiganreads>

This website includes a list of books and ideas for activities for parents and caregivers based on a book written by a Michigan-based author to support literacy development in young children. The website includes the book choices by year based on the "one book, one community" theme, supporting activities, materials, and resources.

Reading is Fundamental

<http://www.rif.org>

This website focuses on literacy development and includes suggestions for activities, booklists, games, printable handouts, and a variety of other resources for parents and educators.

Reading Rockets

<http://www.readingrockets.org>

A literacy resource that provides parents with information about supporting literacy development, teaching strategies based on recent research, and resources for classrooms and homes.

About Sea Life:

Georgia Aquarium

<http://georgiaaquarium.org/>

Visit the largest aquarium in the world without leaving your home by visiting this website. Different webcams allow children to view sea life at the aquarium in addition to reading about the different animals.

National Aquarium

<http://www.aqua.org/>

The National Aquarium website enables users to learn about different animals by searching using a drop-down menu in the Animals Index. You can also explore different exhibits online.

National Geographic Kids

<http://kids.nationalgeographic.com/kids/>

This website allows users to search specific animals or to browse by category to learn more about sea life. A tab for “little kids” includes activities for the younger learners too.

About Social-Emotional Development

Center on the Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/>

This website is a national resource center than includes multiple resources for educators, including research briefs, tool kits, training modules, and booklists.

Zero to Three

<http://www.zerotothree.org/>

Zero to Three is a website that provides information to parents and caregivers about the social-emotional development of infants and toddlers. The site includes downloadable resources, webinars, and other tools to support the development of social-emotional skills.



Additional Books

About Friendship

For Infants and Toddlers

Do You Want to Be My Friend? by Eric Carle (HarperFestival, 1995)

Bean Soup by Sarah Hines-Stephens and Anna Grossnickle Hines (HMH Books, 2000)

Bear's New Friend by Karma Wilson and Jane Chapman (Little Simon, 2009)

Carrot Soup by John Segal (Margaret K. McElderry, 2006)

I'll Play With You by Mary McKenna Siddals and David Wisniewski (Clarion Books, 2000)

Pepo and Lolo Are Friends by Ana Martin Larranaga (Candlewick, 2004)

For Preschoolers

Alfie Wins a Prize by Shirley Hughes (Red Fox, 2009)

Blueberries for Sal by Robert McCloskey (Viking Juvenile, 1948)

Bob by Tracey Campbell Pearson (Farrar, Straus and Giroux (BYR), 2002)

Forever Friends by Carin Berger (Greenwillow Books, 2010)

How Do Dinosaurs Play with Their Friends by Jane Yolen (The Blue Sky Press, 2006)

The Rainbow Fish by Marcus Pfister (NorthSouth, 1999)

Sylvia and Bird by Catherine Rayner (Good Books, 2009)

For School Age

Big Al by Andrew Clements (Simon & Schuster Children's Publishing, 1997)

Just My Friend and Me by Mercer Mayer (Random House Books for Young Readers, 2001)

The Red Book by Barbara Lehman (Houghton Mifflin Books for Children, 2004)

The Sandwich Swap by Queen Rania of Jordan Al Abdullah, Kelly DiPucchio, and Tricia Tusa (Hyperion Book CH, 2010)

Toot and Puddle by Holly Hobbie (Little, Brown Books for Young Readers, 2010)

About Feelings

For Infants and Toddlers

Baby Cakes by Karma Wilson and illustrated by Sam Williams (Simon & Schuster Children's Publishing, 2006)

Guess How Much I Love You by Sam McBratney and illustrated by Anita Jeram (Candlewick Press, 1994)

Hands Are Not for Hitting by Martine Agassi (Free Spirit Publishing, Inc., 2000)

I Can Share by Karen Katz (Penguin Young Readers Group, 2011)

No Biting by Karen Katz (Penguin Group, 2011)

For Preschoolers

Glad Monster Sad Monster by Ed Emberley & Anne Miranda Little (Brown Books for Young Readers, 1997)

Llama Llama Misses Mama by Anna Dewdney (Penguin Group, 2009)

Mouse was Mad by Linda Urban (Houghton Mifflin Harcourt, 2009)

My Many Colored Days by Dr. Seuss and illustrated by Steve Johnson and Lou Fancher (Random House Children's Books, 1998)

On Monday When It Rained by Cherryll Kachenmeister (Houghton Mifflin Harcourt, 2001)

Rainbow Fish by Marcus Pfister (North South Books, 1992)

For School Age

Abiyoyo by Pete Seeger (Simon & Schuster Children's Publishing, 2001)

"I Have A Problem," Said The Bear by Heinz Janischney (North-South Books, 2009)

No Matter What by Debi Gliori (Houghton Mifflin Harcourt, 2011)

Sometimes I'm Bombaloo by Rachel Vail (Turtleback Books: A Division of Sanval, 2005)

Taking a Bath with the Dog and Other Things That Make Me Happy by Scott Menchin (Candlewick Press, 2007)

The Kissing Hand by Audrey Penn (Tanglewood Press, 2006)

Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis and illustrated by Laura Cornell (HarperCollins Publishers, 1998)

When Sophie Gets Angry—Really, Really Angry by Molly Bang (Scholastic, Inc., 2004)

About Sea Life

For Infants and Toddlers:

Baby Sea Turtle by Aubrey Lang and Wayne Lynch (Fitzhenry and Whiteside, 2007)

By the Sea by Sally Hobson (Candlewick Press, 2000)

Lena and the Whale by Deirdre Kessler (Down East Books, 2002)

In the Ocean by Neecy Twinem (Charlesbridge Publishing, 1998)

Sea Animals (DK Preschool, 1998)

Touchy Feely: Ocean Buddies by Beth Poutney (Make Believe Ideas, 2007)

Who's in the Ocean by Dorothea DiPrisco Wang (Piggy Toes Press / Intervisual Books, 2003)

For Preschoolers:

Animal Babies in Seas by Editors of Kingfisher (Kingfisher, 2006)

Commotion in the Ocean by Giles Andreae and David Wojtowycz (ME Media, LLC, 2002)

First Look at Ocean Animals by Jamie McCune and Lindsay Broderick (Soundprint, 2010)

Hooray for Fish by Lucy Cousins (Candlewick, 2010)

I'm the Biggest Thing in the Ocean by Kevin Sherry (Dial, 2007)

Over in the Ocean: In a Coral Reef by Marianne Berkes and Jeanette Canyon (Dawn Publications, 2004)

Way Down Deep in the Deep Blue Sea by Jan Peck and Valeria Petrone (Simon & Schuster Children's Publishing, 2004)

For School Age:

Gone Fishing: Ocean Life by the Numbers by David McLimans (Walker Books for Young Readers, 2008)

A Swim Through the Sea by Kristin Joy Pratt (Dawn Publications, 1994)

Life in a Coral Reef by Wendy Pfeiffer and Steve Jenkins (Collins Simon & Schuster, 2009)

Children's Guide to Sea Creatures by Jinny Johnson (Simon & Schuster Children's Publishing, 1998)

Activity Ideas for Memoirs of a Goldfish



The following activities are based on the three broad themes from the story, including feelings, friendship, and marine life. The activities are also intended to help children develop skills in the previously discussed areas of emergent literacy, including comprehension, concepts of print, development of oral language, letter sound knowledge, phonological awareness, vocabulary, and writing. Activities are divided by age groups of children, including infants (birth through 12 months), toddlers (12 months through 36 months), preschoolers (3 years to 5 years), and school age (5 years and older). These age suggestions are based on developmentally appropriate practices for age, so individual differences in children may suggest the need to modify activities. Early childhood educators, parents, caregivers, and librarians may wish to use their discretion to modify the choice of activity for individual children. Activities were created for use in a variety of contexts, including library programming and story times.

Infants (Birth through 12 months)

Based on Memoirs of a Goldfish

Find a page in the book that catches the eye of the infant and talk about the illustrations. Talk about what is happening in the pictures and what you think might happen next. Comment on the colors, the action in the illustration, or something unique about the page that might have caught the child's eye. As you talk about the page, wait for the child's response, even if it is just babbles or coos.

Sing the following song to the tune of "If You're Happy and You Know It"

If you're living in a bowl, swim around
If you're living in a bowl, swim around
If you're living in a bowl, then you really ought to know
If you're living in a bowl, swim around



About Friendship

Talk with the child about the special people in his or her life and what his or friends mean to the child. Talk about the people he or she interacts with and show the child pictures of those individuals.

Have plush or soft plastic marine life animals for infants to explore and place the animals in front of infants. Talk about the different animals and which animals were in the tank together in the book *Memoirs of a Goldfish*. Notice which animals catch the infant's eye and respond to the infant by expanding on his or her reactions by talking about friendship and whom the infant plays with in the classroom or at home.

About Feelings

Find pictures of different emotions or feelings in magazines or take photos of the child or children expressing different feelings such as happy, mad, frustrated, excited, and surprised. Glue them onto pieces of construction paper, write the emotion underneath the photo, and cover them with contact paper or laminate them to assemble them into a book. (see template). As you read the book, talk about the different feelings indicated in the picture.

During tummy time, place a blanket between you and an infant (be sure to keep objects clear of the infant's face) and remove the "curtain" revealing a different face that you have made. Tell the infant "I am making a surprised face. Surprise!" as you show him or her what a surprised face might look like.



About Marine life

Visit an aquarium, pond, lake, river, or other body of water where animals live. Point out any fish, snails, crabs or other marine life you see. Try to identify any of the marine life you see on your visit that might also have been in the book.

Teach infants this finger play:

Five little fishies, swimming in a pool
(Wiggle five fingers)

The first one said, "The pool is cool."
(Show one finger, then wrap arms around body)

The second one said, "The pool is deep."
(Show two fingers, then hands motion down to demonstrate 'deep')

The third one said, "I want to sleep."
(Show three fingers, then rest head on hands)

The fourth one said, "Let's take a dip."
(Show four fingers, then hands come together to 'dive' into water)

The fifth one said, "I spy a ship."
(Show five fingers, then form a telescope with hands to peer through)

Fisher boat comes,
(Form 'V' with fingers, then move hands away from body)

Line goes kersplash
(Pretend to throw fishing line)

Away the five little fishies dash
(Wiggle five fingers away)

<http://www.kididdles.com/lyrics/f006.html> (2011)

Toddlers (12 months through 36 months)

Based on Memoirs of a Goldfish

Ask toddlers to pick their favorite illustration in the book and share why it is their favorite. As they talk about their favorite aspects of the picture, elaborate on their responses. Ask them open-ended questions to try to relate the pictures to their own lives, such as “have you ever felt crowded?” or “can you tell us about a time when you have been frustrated?”

Go through the book with toddlers and point out the first letter of their names with them. Talk with them about the sounds the letters make.

Sing this change on the song “Five Bears in the Bed” (see http://www.bearshare.co.nz/music/s/sesame_street/sesame_street_five_bears_in_the_bed_song_lyrics-330769.html for the tune)

Five fish in the bowl and the little one moaned, “I’m crowded, swim over.”

So they all swam over and one jumped out,

four fish in the bowl and the little one moaned, “I’m crowded, swim over.”

So they all swam over and one jumped out,

three fish in the bowl and the little one moaned, “I’m crowded, swim over.”

So they all swam over and one jumped out,

two fish in the bowl and the little one moaned, “I’m crowded, swim over.”

So they all swam over and one jumped out,

one fish in the bowl and the little one moaned, “I’m lonely!”



About Friendship

How many of your friends have names that start with the same sound? List those names, thinking of the beginning sounds of your friends' names and not just the letters that begin their names. Next, see if you can come up with a silly sentence that also contains words starting with the same beginning sound as the names of your friends. For example, "Tucker took Tessa ten turtles Tuesday telling Tenley to topple towers tomorrow."

Make a tank of friendship. Invite each child to decorate a fish (you can use the templates) and include all of the fish on a large piece of paper to represent a fish tank. As each fish is "added" to the tank, share one special thing about the person who decorated the fish and how that person is important to the tank.

About Feelings

Using the "fish" cards (see templates), place the cards face down in front of you to play "marine life memory." Each player can take a turn flipping the cards over looking for pairs. The player with the most pairs wins. As you take turns, talk about how you feel waiting your turn or not finding a match and ask children how they are feeling. Once the game is complete, congratulate the winner and talk about how it feels to play the game and win some of the time and have others win other games.

About Marine life

Share different types of books about marine life with toddlers, including storybooks, information books, and poetry books. Ask children to create a group book about their favorite marine life animals. Each child can draw a picture of the marine life animal of his or her choice using the template, write something about the animal (or have an adult write for him or her) and then put the pages together to create a group book for sharing.

Create tissue paper marine life animals. Using the fish templates, encourage children to glue pieces of tissue paper onto the cut-out marine life animals. Children can cut out the animals themselves or with support, and may decide to cut the tissue paper into small pieces or tear it instead. Using the eraser end of a pencil they might wrap tissue paper around the eraser, dip it in glue, and then stick it on the "fish frame" to create a three-dimensional effect, or decide to place the tissue paper flat on the surface to create scales.

Preschoolers (3 years to 5 years)

Based on Memoirs of a Goldfish

As you read *Memoirs of a Goldfish* together, ask children to help you find the exclamation and question marks as you are reading. Be sure to ask them how they were able to find them and how the ways in which you were reading the text helped them to find these punctuation marks.

Invite children to talk about what they did for one day from beginning to end. As they share their memoirs of the day, write the details on a large piece of paper and then read their “diary” back to them to see if children want to add more detail.

Have preschoolers write their own “Memoirs of Me” using the template. Children can write one day or multiple days based on what they can remember for a particular day. You can help them by asking questions such as “what did you do when you woke up this morning?” and “what did you do after...” Encourage children to draw pictures to go with their memoirs too.



About Friendship

Play “go fish” with toddlers. Using the template cards provided, play with one toddler at a time or supervise a pair of toddlers and provide each child up to six cards. Ask the toddler to find like types of “fish” among his or her cards first. Then, take turns asking one another who has which type of fish (you may find it easiest to ask if the other person has the “blue fish” for example). With each turn, talk about how sharing the cards makes you feel and how you feel at the end of the game.

Sing a song to the tune of “Bingo” to help children learn about letters and the sounds they make while they also learn their friends’ names.

We have a very special friend and can you guess her name?

M-A-D-D-I-E, M-A-D-D-I-E, M-A-D-D-I-E and Maddie is her name!

[Repeat with the names of other children]

About Feelings

Teach children the song “The More We Get Together”

The more we get together, together, together

The more we get together, the happier we’ll be.

For your friends are my friends, and my friends are your friends.

The more we get together, the happier we’ll be.

Ask children to share how the goldfish felt when the bowl got full. Using open-ended questions, invite them to share a time when they might have felt the same way. Talk about what we can do when we are feeling crowded or aren’t happy with the way things are.

About Marine life

Provide materials for children to draw a picture of what would be in their fish tank or fish bowl. Ask children to draw the container for their marine life as well as the contents, including the marine life, such as plants, animals, and fish. Ask children to tell you about their marine life home and if it is okay with them, write their description on their picture.

Ask children about the different ways they could include marine life in the dramatic play area and incorporate their ideas. For example, they might want to create a fish pet shop or they might want to be marine life ecologists. Encourage children to create the materials they need for their dramatic play area from materials in the classroom such as cardboard boxes, empty food containers, and other objects they identify. They can also create signs, use books and posters, integrate stuffed animals or plastic marine life animals, or other objects that will help represent their learning about marine life.

School age (5 years and older)

Based on Memoirs of a Goldfish

Ask children to think like the author and finish the story. What happens in the larger fish tank? What does the goldfish do on Day Fifteen?

Identify words that might be new to children and ask them to think about what the words mean. Words like tangled, company, disgusting, fainted, reflection, belching, and enormous are just some of the words that are used in *Memoirs of a Goldfish*.



About Friendship

The goldfish helps take care of his friends in the story. Ask children to share a time when they have helped their friends. How did they feel about it? What was the reaction of their friends? Ask kids to share what friendship means to them.

Have children make a three-dimensional marine life animal out of paper (see the template). Using the mirror image marine life animal, ask children to write what makes a friend special on the inside or write the name of a friend and why that friend is special. Children can also decorate the outside of the marine life animal in any way they choose. Then, tape or glue the sides of the fish together and link the fish together in a “friendship fish train” by hooking the mouths and the tails together.

About Feelings

Invite children to create a personalized journal. Use construction paper or card stock and fold a 9 x 12 piece of paper in half to create the cover and allow children to decorate the cover in whatever way they wish. Using blank 8 ½ x 11 white copy paper, fold several sheets in half and tuck it inside of the construction paper or card stock cover and staple the entire “journal” together to create the final product.

Write a letter to a friend and tell that friend why he or she is so special to you.

About Marine life

Compare and contrast the different fish and animals in the fishbowl. What did the marine life have in common? Use the Venn diagram (see template) to help with your comparison.

Sing and dance to the marine life hokey pokey (sung to the tune of “The Hokey Pokey”)

You put your right fin in, you take your right fin out,
You put your right fin in, and you swim all about
You do the fishy pokey and you swim all around.
That’s what it’s all about.

You put your right gill in...
You put your right tail in...
You put your right claw in ...

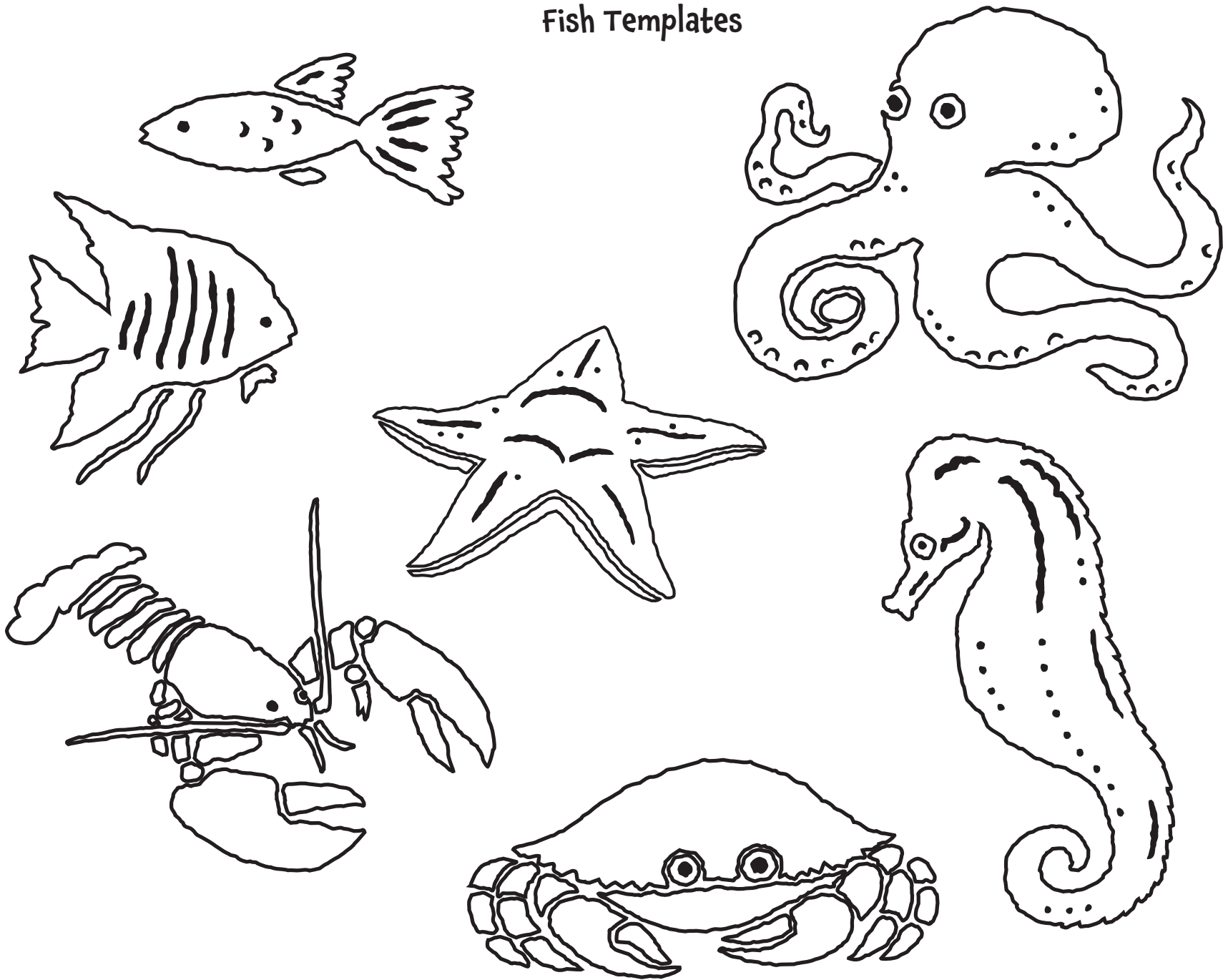
Templates



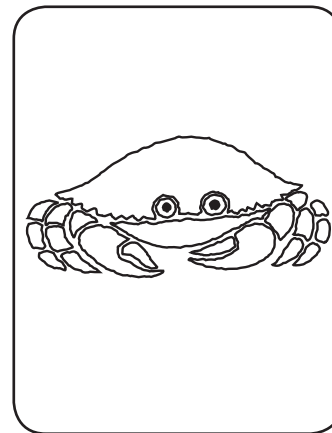
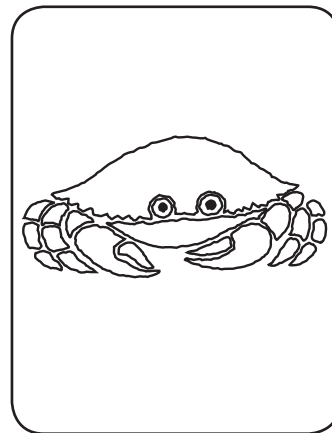
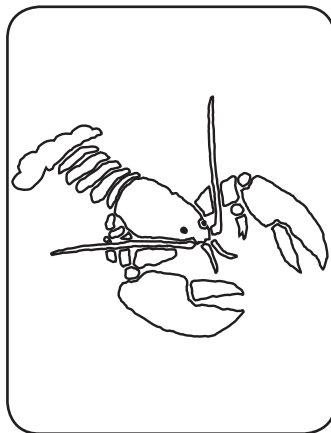
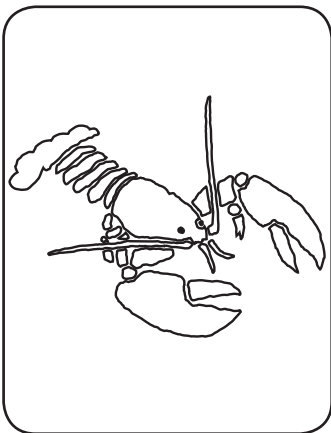
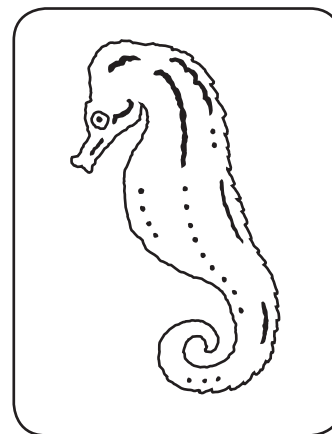
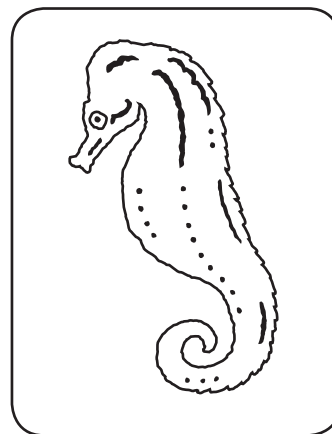
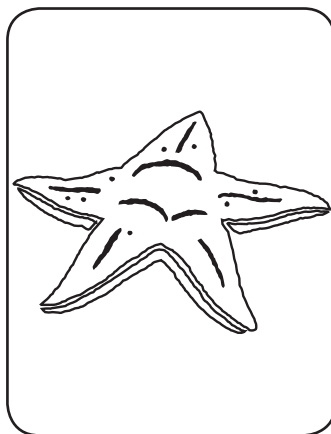
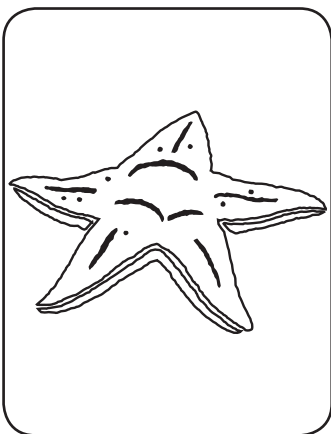
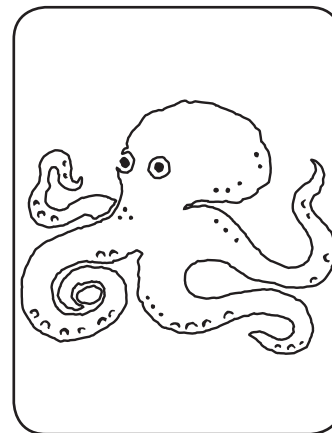
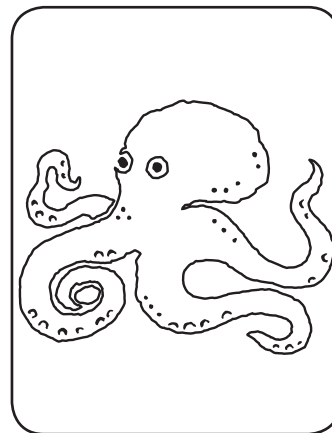
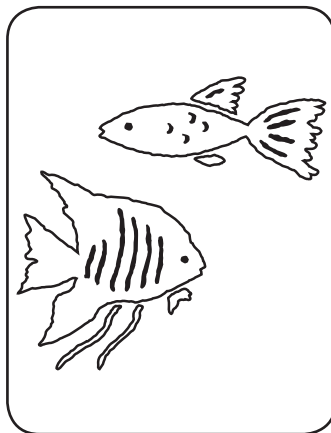
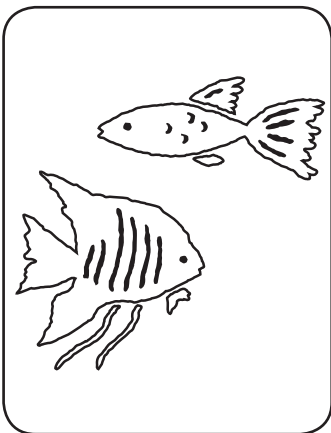
My Feelings Book:

[illegible]

Fish Templates



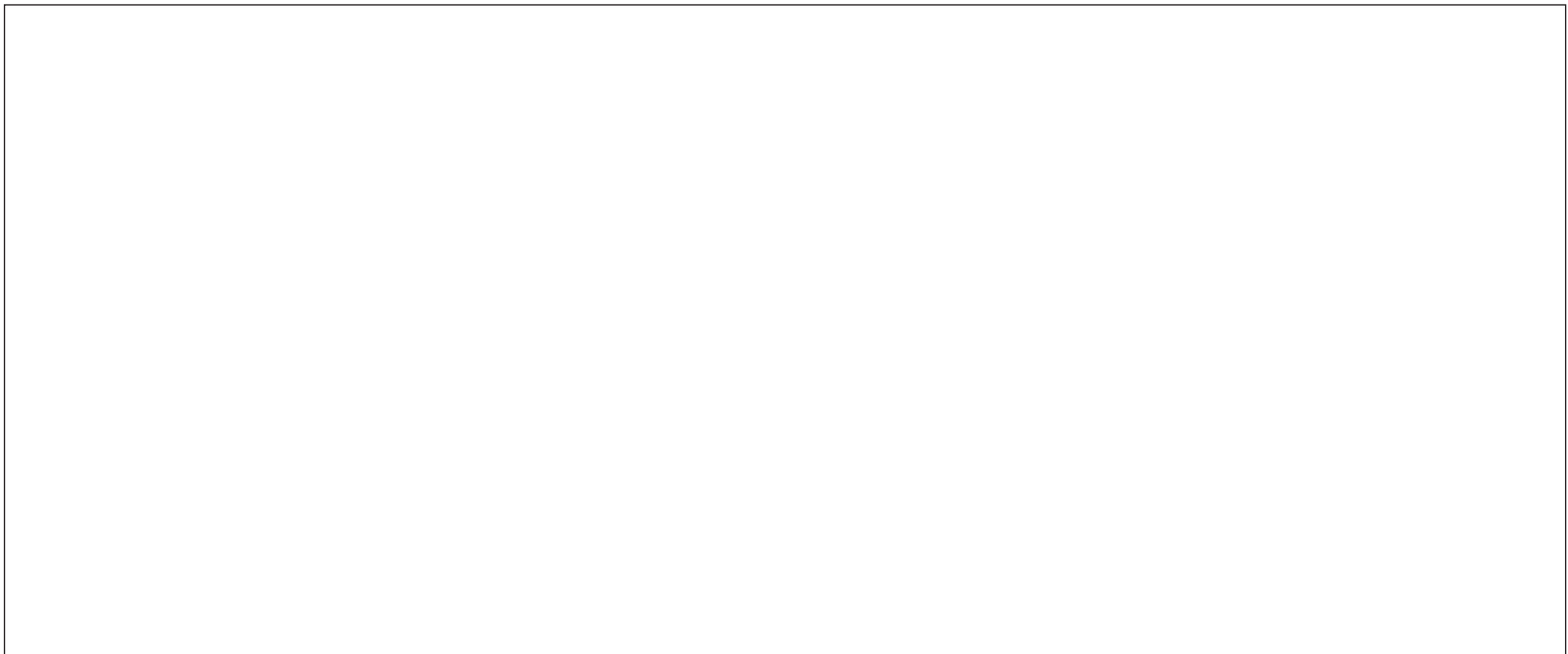
Fish Cards



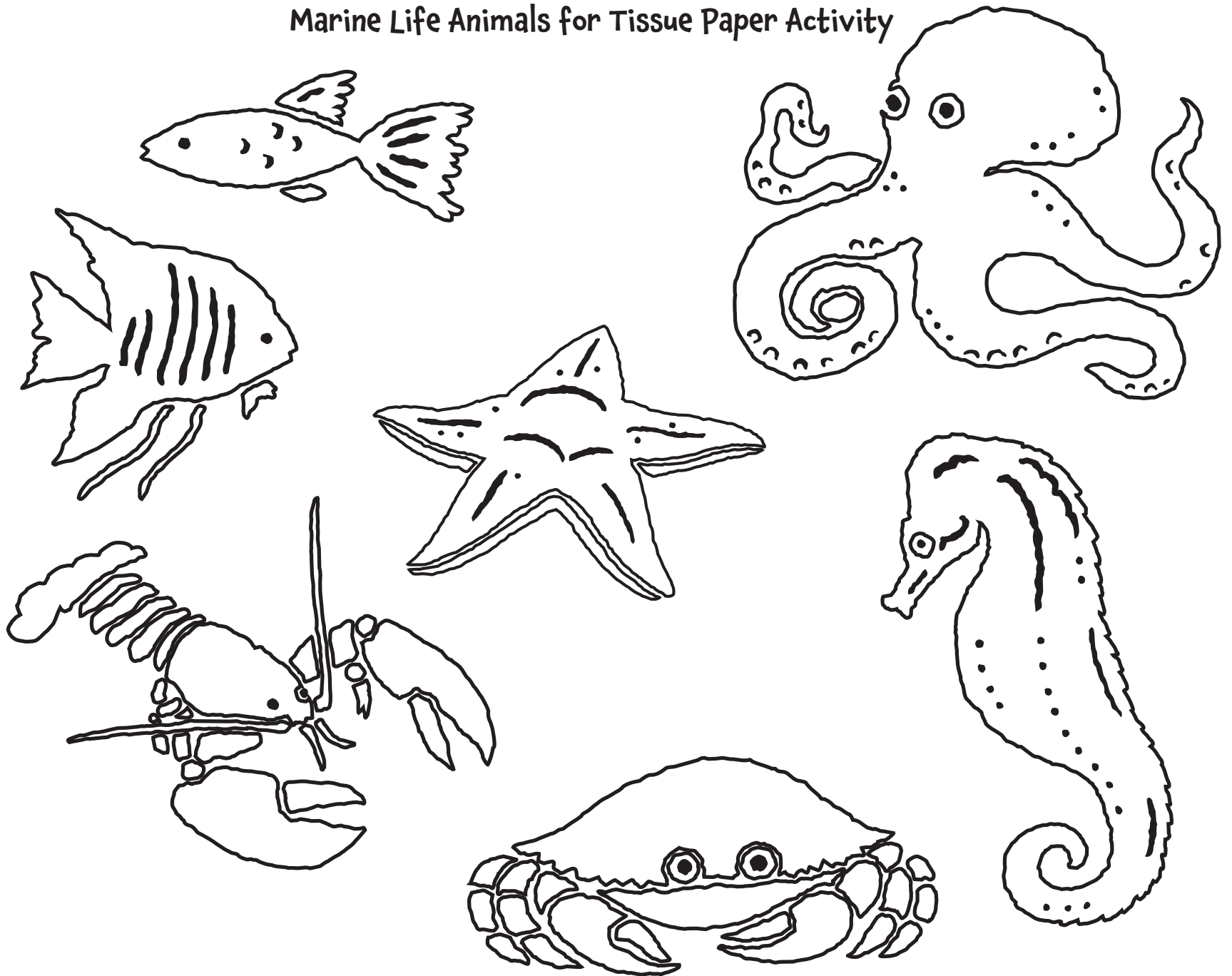
My Favorite Marine Life Animal

My favorite marine life animal:

My drawing:



Marine Life Animals for Tissue Paper Activity



Memoirs of Me

Today I...

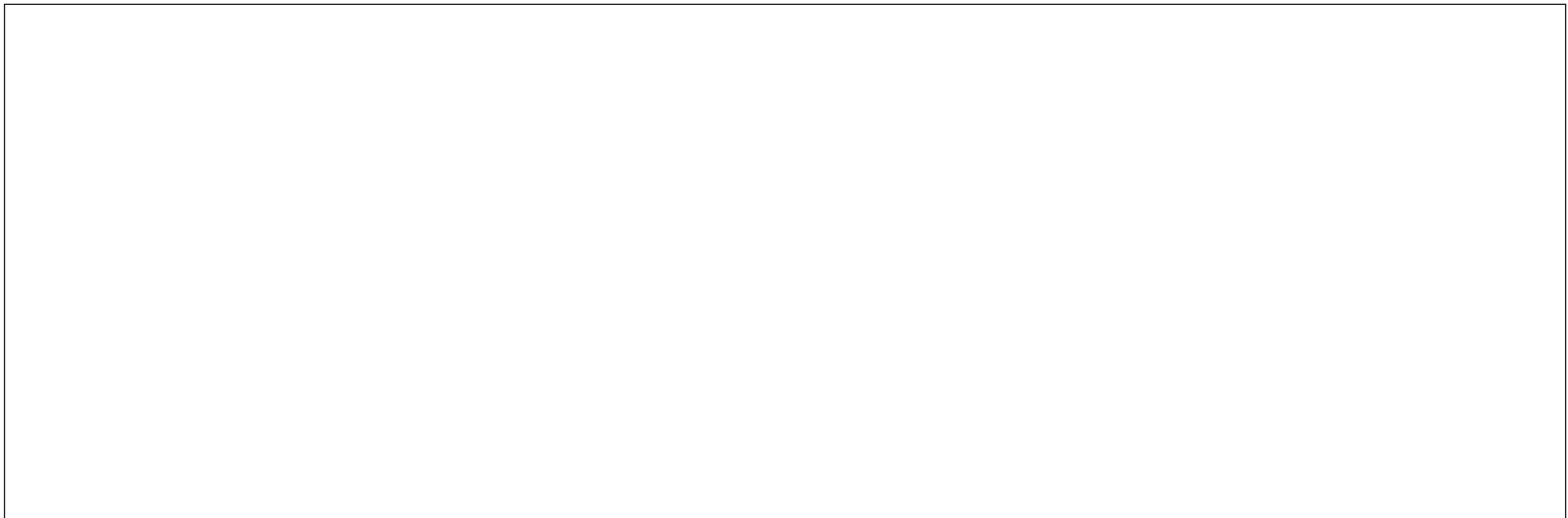
This morning when I woke up I...

After lunch I...

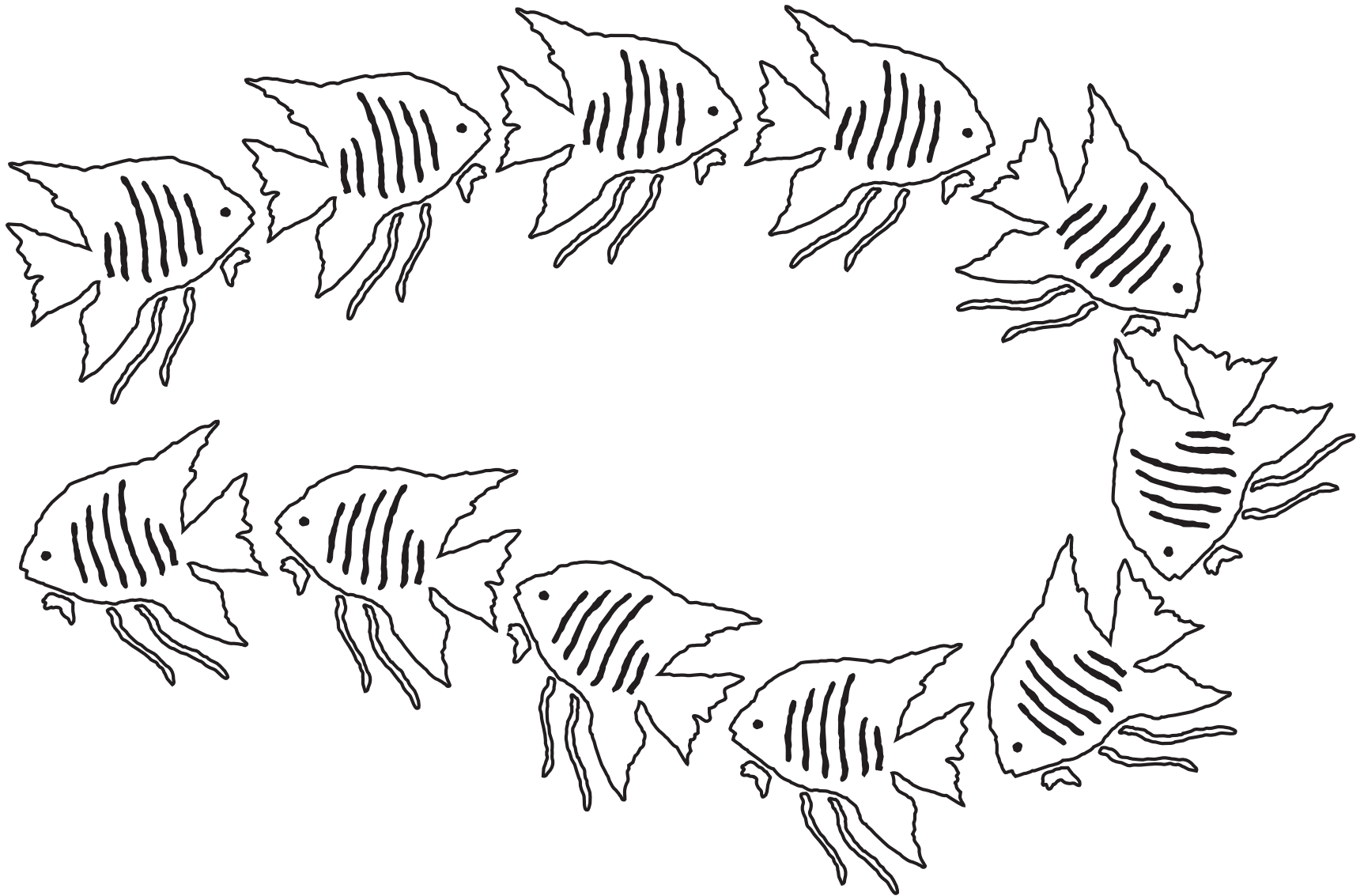
Later in the afternoon I...

In the evening I...

My drawing of the favorite part of my day:

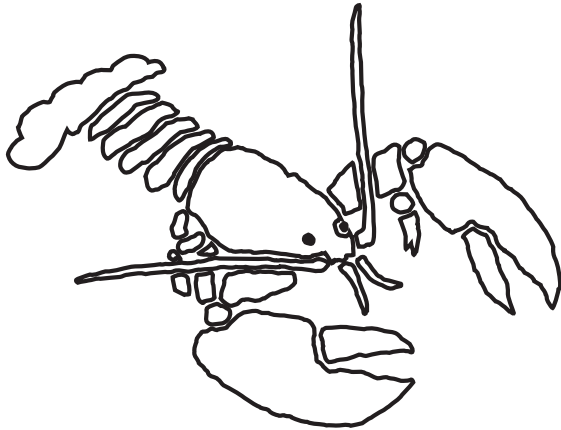


3-D Marine life Animal Chains

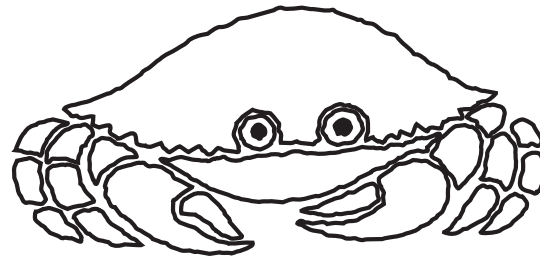


Things I Know about Marine Life Animals

First Marine Life Animal



Second Marine Life Animal



Things They Have in Common



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